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ABSTRACT

A content analysis conducted on all 2,846 first-time job advertisements that appeared in the 1994 "APA Monitor" revealed changes in the proportion of openings in a number of disciplines when compared to data from 1984. Comparisons with the 1984 data also revealed that a higher percentage of the 1994 announcements were for academic positions. The number of 1993 U.S. doctoral recipients in each subdiscipline was also compared to the number of 1994 announcements within the subdisciplines. The results of this comparison suggest that overproduction of Ph.D.s may be taking place across various training areas. (Author)

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Characteristics of Jobs Advertised in the 1994 APA Monitor

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Running Head: CHARACTERISTICS OF JOBS

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Abstract

A content analysis conducted on all 2,846 first-time job advertisements that appeared in the 1994 APA Monitor revealed changes in the proportion of openings in a number of subdisciplines when compared to data from 1984. Comparisons with the 1984 data al revealed that a higher percentage of the 1994 announcements were for academic positions. The number of 1993 U.S. doctoral recipients in each subdiscipline were also compared to the number of 1994 announcements within the subdisciplines. The results of this comparison suggest that overproduction of Ph.D.s may be taking place across various training areas.

Characteristics of Jobs Advertised in the 1994 APA Monitor

The academic discipline of psychology continues to be the undergraduate major of choice for an increasing number of students. According to statistics from the U.S. Department of Education, 66,728 students received the bachelor's degree in psychology during the 1992-1993 academic year (U.S. Department of Education, 1995). This amounts to a 48.4% increase from the number of degrees offered during 1987-1988. In addition, a current report that appeared in the APA Monitor revealed that with the exception of baccalaureate degrees granted in business administration and management, psychology is currently the second most popular undergraduate degree (Murray, 1996).

The undergraduate degree in psychology has been traditionally viewed as providing students with a relatively broad liberal arts orientation applicable to a wide variety of occupational areas, especially professions in which interpersonal communication plays a major role. Training at the undergraduate level is typically geared toward providing students with a basic background in the discipline; training related to the application of psychology is reserved for master's and doctoral level programs. A recent assessment of students enrolled in graduate programs in psychology suggests that these numbers are also on the rise. A comparison between the years of 1985 - 1992 revealed a 30.7% increase in graduate enrollment during th[illegible] period of time (U.S. Department of Education, 1995). Given the increasing numbers overall, the issue of job opportunities available for current graduate students, especially those working toward the terminal degree, becomes an important concern for graduate education in our discipline.

The question of whether or not psychology has been producing too many doctorates for the available jobs has been addressed from a number of perspectives. Robiner (1991) has argued that graduate training programs in clinical psychology have been overproducing psychologists for the available workforce. This conclusion was based on a comparison between the number of doctoral degrees granted and estimates of need for psychological services. However, based on new demands and applications for psychological services, VandenBos, DeLeon, and Belar (1991) have claimed that projections for the number of needed psychological providers will expand beyond traditional mental health services. Taking a different vantage point, Pion (1991) has stated that assessments of the job market for psychologists should include all subdisciplines within psychology, not just practitioners. Evidence supplied by Pion (1991) suggests that the number of behavioral science researchers has been eroding based on a programmatic shift during the 1970s that resulted in a reduction in the number of programs geared toward the production of academic researchers (Pion & Lipsey, 1984).

To provide additional information regarding the issues of training and supply and demand, the present investigation examined workforce needs across the entire discipline of psychology and compared those needs with the number of doctoral degrees granted in the various subdisciplines. To accomplish this, a content analysis was conducted on all first-time job advertisements that appeared in the 1994 volume of the APA Monitor. The most recent comprehensive assessment of this type was conducted by Yoder and Crumpton (1987) based on similar information from the 1984 volume of the APA Monitor. Although additional sources are typically used by institutions that

announce academic openings in psychology (e.g., Chronicle of Higher Education and the APS Observer), the APA Monitor continues to be the most common outlet for academic announcements in the field of psychology and reportedly, a widely used source for those seeking academic positions within psychology (Gottfredson & Swatko, 1979).

Given the changes that have taken place in the academic job market during the last ten years (e.g., a relatively high degree of retrenchment in comparison to the previous decade), an updated examination of job opportunities should provide valuable information to prospective doctoral candidates and academics in search of employment opportunities. In addition, comparisons with current information on the number of new doctorates granted across subdisciplines should provide useful information to graduate programs regarding issues of supply and demand. Lastly, comparisons between the present data and findings from the 1984 volume of the APA Monitor (Yoder & Crumpton, 1987) will allow for an assessment of employment trends across the various subdisciplines.

Methods

Coding

Each of the first-time appearing job announcements in the 1994 issues of the APA Monitor were coded across thirteen variables. The following three factors guided decisions regarding which variables to code: (1) inclusion of variables most pertinent to those currently involved in a job search; (2) inclusion of variables that would be of particular interest to graduate programs in psychology; and (3) inclusion of variables previously examined in Yoder and Crumpton (1987).

The thirteen variables coded for each first-time appearing advertisement were month of first appearance, country, state, academic discipline (psychology, social work, education), subdiscipline (clinical, developmental, social), type of position (teaching, research, administrative, private practice, post-doctoral training), degree required, academic rank, tenure (tenured, tenure track, non-tenure track), job duration (permanent, temporary, visiting), type of institution (Carnegie designation), primary funding source of the institution (public versus private) and salary.

A preliminary coding of advertisements in the January 1994 issue of the APA Monitor revealed a number of factors that would have to be dealt with in terms of the coding process. For example, the issue of how to code the subdiscipline of an advertisement that read "an opening for an assistant professor in clinical or counseling psychology" or how to code openings that stated the rank could be either assistant or associate professor. Decisions were made to code these variables into specific categories (e.g., separate categories for the subdiscipline of clinical/counseling and for the rank of assistant/associate professor[1]). Coding at this level of specificity allowed for increased flexibility regarding the method of summarizing such data. However, to provide a more manageable presentation of information and, for some variables, a more appropriate comparison with findings from Yoder and Crumpton (1987), specific subdiscipline categories were combined (e.g., openings in areas such as child clinical, psychopathology, and mental health were collapsed into the clinical category).

Reliability of Coding

The reliability of the coding process was examined by randomly selecting 375 (approximately 13%) of the 2,846 advertisements and having a different group of raters code these advertisements on the variables listed above. Coding for these 375 advertisements were subsequently compared to the original ratings and percentage agreement was calculated across each of the thirteen variables. These reliability ratings along with specific descriptions of the variables and coding categories appear in Table 1. Discrepancies were examined by a third rater who provided the final decision. Percentage agreement findings ranged from .93 for the type of position variable to 1.00 for the variables of month of first appearance, state, and country.

Results

Number and Type of 1994 Advertisements

We found 2,846 first-time appearing job announcements in the 1994 issues of the APA Monitor. All but 107 of these were for jobs in the United States. Information on the number and percentage of academic and nonacademic openings across the different subdisciplines can be found in Table 2. Thirty-seven percent of all openings were in clinical, 8% each in counseling and developmental, and all other subdisciplines had 5% or fewer advertisements. A chi-square goodness of fit test based on a model suggesting an equal split of academic and nonacademic openings revealed a significantly greater number of academic listings than nonacademic listings, χ^2 (1, N = 2,846) = 121.48, $p < .001$. Fifty percent of all professor listings were at the rank of assistant professor and the ratio of faculty to student (pre-doctoral and post-doctoral) advertisements was 2.54 to 1.

Table 2 also includes relevant data on the number of 1993 doctoral recipients from U.S. universities (Thurgood, 1995). A chi-square goodness of fit test using a model where the number of 1994 openings matched the number of 1993 doctoral recipients revealed that the number of available openings was significantly less than the number of 1993 doctoral recipients, χ^2 (1, N = 6,265) = 52.41, p < .001. Chi-square goodness of fit tests checking the matching model within each subdiscipline revealed that the number of doctoral recipients exceeded the number of announcements in the following areas: clinical, χ^2 (1, N = 2,416) = 44.53, p < .001; counseling, χ^2 (1, N = 704) = 105.09, p < .001; educational, χ^2 (1, N = 132) = 18.93, p < .001; experimental, χ^2 (1, N = 216) = 22.69, p < .001; general, χ^2 (1, N = 376) = 153.19, p < .001; physiological, χ^2 (1, N = 113) = 28.75, p < .001; school, χ^2 (1, N = 139) = 17.27, p < .001; and social, χ^2 (1, N = 212) = 6.81, p < .01. The only test demonstrating a significantly greater number of announcements than doctoral recipients was in the area of quantitative, χ^2 (1, N = 80) = 28.08, p < .001.

Academic and Nonacademic Monthly Opening Comparisons (1984 and 1994)

A comparison between the number of monthly job advertisements in the 1984 and 1994 APA Monitor is presented in Table 3. A chi-square goodness of fit test using an equal split model revealed that the total number of listings in 1994 was not significantly different than the total number of listings in 1984, χ^2 (1, N = 5,760) = .8028, p > .25. However, the proportion of 1994 academic (training, faculty, and administrative positions) versus nonacademic (human services, business, government and other nonacademic settings) openings shifted rather dramatically when compared with the 1984 data. We observed a

43% increase in academic announcements and a 31% decrease in nonacademic announcements, χ^2 (1, N = 5,760) = 189.19, p < .001. As was the case in the 1984 data, the vast majority of academic openings appeared between the months of September and March, whereas the nonacademic openings were spread more evenly across the year.

Content Area Comparisons for Academic and Nonacademic Advertisements (1984 and 1994)

The number of 1984 and 1994 academic and nonacademic openings based on the subdiscipline categories used in Yoder and Crumpton (1987) is presented in Table 4[2]. A chi-square goodness of fit test using the 1984 subdiscipline proportions as a model indicated a significant change in the proportions across the subdisciplines, χ^2 (8, N = 2,844) = 628.71, p <.001. Proportions of openings decreased in the areas of clinical/counseling, developmental, and general research and increased in the areas of cognitive, industrial/organizational, and the other category. The shift to fewer nonacademic and a greater proportion of academic positions in 1994 is largely a function of the clinical/counseling area where there was a dramatic decrease in the number of nonacademic advertisements and an increase in the number of academic openings, χ^2 (1, N = 2,973) = 146.22, p < .001.

Type of 1984 and 1994 Academic Positions

A breakdown of 1984 and 1994 academic openings by type (training and faculty) and rank is presented in Table 5. Although the total number of training positions increased rather dramatically from 1984 to 1994, the 1994 post-doctoral increase was not as large as would have been expected given the 1984 distribution of training advertisements, χ^2 (2, N = 685) = 7.01, p < .03. Although, there was

approximately a 10% increase in total number of faculty advertisements, assistant professors continued to account for nearly half of these openings. However, rather large percentage increases occurred at the lecturer/instructor, associate, and full professor ranks, χ^2 (5, N = 2,178) = 163.97, $p < .001$.

Job Duration for Academic and Nonacademic Positions (1984 and 1994)

The duration of academic and nonacademic jobs advertised in 1984 and 1994 is presented in Table 6. For assistant professors, tenure track positions increased, full-time positions decreased, and temporary positions remained constant, χ^2 (2, N = 1,137) = 65.24, $p < .001$. For nonacademic positions there was a decrease in the number of full-time and temporary openings, χ^2 (1, N = 2,771) = 22.17, $p < .001$.

Discussion

The overall number of announcements in the 1994 APA Monitor did not change from the number of announcements that appeared in the 1984 volume. However, there was a somewhat surprising reversal in the proportion of academic and nonacademic announcements. Contrary to the 1984 data, academic announcements exceeded the number of nonacademic announcements in 1994. As was stated in the introduction, the APA Monitor is in all likelihood the major source for those seeking academic positions in psychology (Gottfredson & Swatko, 1979). A more comprehensive assessment of the job market for nonacademic positions may require the examination of alternative sources for job announcements (e.g., newspapers, state employments services, school districts, private employment agencies, etc.). It is however interesting to note that the observed shift was in the direction of an increased number and proportion of academic advertisements even in the areas of clinical and counseling psychology.

The comparison of announcements to the number of doctoral recipients across the various subdisciplines suggests that there may indeed be an oversupply in certain subdisciplines. However, on the basis of the information referred to above, it is difficult to make a judgment concerning supply and demand for the more application oriented subdisciplines (e.g., clinical, counseling, industrial/organizational, health, rehabilitation, and school psychology). To the extent that the APA Monitor depicts an accurate representation of the academic job market, oversupply does appear to be an issue within a number of subdisciplines (e.g., educational, experimental, general, physiological, and social psychology). On the basis of the 1994 academic announcements and the 1993 doctoral recipients, the subdisciplines of cognitive, developmental and personality psychology appear to be producing the appropriate number of doctorates needed to fill the available academic openings.

The comparison of 1984 and 1994 announcements also indicated a change in the proportion of advertisements for a number of subdisciplines. Increases occurred in the areas of cognitive, industrial/organizational, and the other category and decreases were observed in the areas of clinical/counseling, developmental, and general research. The increase in cognitive announcements may reflect a continuing emphasis on what is currently the most influential paradigm in psychology. The reduction in clinical/counseling announcements may represent a shift toward advertising for nonacademic clinical and counseling positions in sources other than the APA Monitor.

Because of the current fiscal climate at many universities, we expected a reduction in advertisements for associate and full

professor and an increase in the proportion of assistant professor announcements (due to replacement of associate and full professor positions with entry level assistant professor positions). We did observe an increase in the number of announcements at the level of lecturer/instructor. However, we discovered that announcements for assistant professors remained constant at about half of all faculty positions and increases were observed in the number of announcements for associate and full professors.

An examination of the data in Table 2 suggests that the observed increase in associate and full professor advertisements may be largely a function of the application oriented subdisciplines. The proportion of assistant professor announcements within the areas of clinical, counseling, health, industrial/organizational, rehabilitation and school psychology was 38%, whereas assistant professor announcements accounted for 66% of all advertisements within the areas of cognitive, developmental, experimental, general, personality, physiological, and social psychology. Although many factors might contribute to this divergence, to compete with remuneration in nonacademic settings, it may be necessary to make academic openings available at the associate and full level to attract candidates from the more applied subdisciplines.

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Footnotes

[1]To facilitate comparisons with previous data from Yoder and Crumpton (1987) and the subdiscipline categories used in the data on number of doctoral recipients (Thurgood, 1995), the 72 entries that fell into the category of clinical/counseling were divided equally into the subdisciplines of clinical and counseling psychology. In addition, advertisements that indicated one position was available, but across more than one subdiscipline (e.g., "We have an opening for an assistant professor in either social or developmental psychology") were distributed across the various subdisciplines (i.e., the example above would contribute one half position to social and to developmental). Academic announcements that included more than one rank (e.g., "We have an opening for an assistant or associate professor in clinical psychology") were coded at the higher rank to facilitate the comparison with the 1984 data from Yoder and Crumpton (1987).

[2]In order to conduct a comparison with the 1984 data, data from the present study were collapsed into the subdiscipline categories used by Yoder and Crumpton (1987).

Table 1

Variable Definitions, Range of Values, Coding Procedure, and Reliability

Variable	Range of values	Reliability
Academic Discipline	1 = Psychology; 2 = Psychiatry; 3 = Counseling; 4 = Social Work; 5 = Sociology; 6 = Child and Family Studies or Development; 7 = Education; 8 = Management; 9 = Marketing; 10 = Other	.95
Subdiscipline	1 = Clinical; 2 = Cognitive; 3 = Counseling; 4 = Developmental; 5 = Educational; 6 = Experimental; 7 = General; 8 = Health; 9 = Industrial/Organizational; 10 = Methodology; 11 = Neuropsychology; 12 = Open; 13 = Personality; 14 = Physiological; 15 = Quantitative; 16 = Rehabilitation; 17 = School; 18 = Social; 19 = Other	.94
Type of Position	Academic 1 = Faculty; 2 = Administrative; 3 = Pre-Doctoral; 4 = Post-Doctoral Nonacademic 5 = Private Practice; 6 = Clinic (University); 7 = Clinic (Non-University); 8 = Administrative; 9 = Medical Setting; 10 = Consultant; 11 = Correctional Facility; 12 = Other	.93
Academic Rank	1 = Instructor; 2 = Assistant Professor; 3 = Associate Professor; 4 = Full Professor; 5 = Open (any rank); 6 = Lecturer; 7 = Unspecified	.95
Tenure	1 = Tenure-track; 2 = Non-tenure track; 3 = Tenured; 4 = Possible tenure-track; 5 = Unspecified	.99

Table 1 (continued)

Variable	Range of values	Reliability
Degree Required	1 = Baccalaureate; 2 = Masters; 3 = Ph.D.; 4 = Psy.D.; 5 = M.D.; 6 = Miscellaneous; 7 = Unspecified	.96
Job Duration	1 = Permanent; 2 = Temporary; 3 = Visiting; 4 = Unspecified	.98
Type of Institution	1 = Doctoral; 2 = Comprehensive (Masters); 3 = Baccalaureate; 4 = Associate; 5 = Nonacademic	.97
Funding Source	1 = Public; 2 = Private; 3 = Nonacademic	.97
Salary	Minimum and Maximum dollar amount if reported; 99 = Missing	.98
Month of First Appearance	1 to 12 = January to December, respectively	1.00
Country	1 = United States, 2 = Canada, 3 = England; 4 = Germany; 5 = France; 6 = Australia; 7 = New Zealand; 8 = Hong Kong; 9 = Caribbean; 10 = Mexico; 11 = Taiwan; 12 = Turkey; 13 = Other	1.00
State	1 to 51 = Alabama to Wyoming (including the District of Columbia), respectively; 99 = Non-U.S.	1.00

Table 2

Jobs Listed by Subdiscipline for Academic and Nonacademic Positions

	First-time Appearing Announcements in the 1994 APA Monitor													
	Academic[a]								Nonacademic[b]				1993 Doctoral Recipients from U.S. Universities[c]	
	Total Academic		Total Professor		Assistant Professor		Student				Total			
Subdiscipline	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Clinical	522	.30	303	.25	135	.22	219	.45	522	.46	1044	.37	1372	.40
Cognitive	118	.07	104	.08	61	.10	14	.03	10	.01	128	.04	104	.03
Counseling	102	.06	80	.07	35	.06	22	.05	114	.10	216	.08	488	.14
Developmental	162	.09	124	.10	84	.14	38	.08	63	.06	225	.08	202	.06
Educational	34	.02	33	.03	15	.02	1	.00	7	.01	41	.01	91	.03
Experimental	69	.04	68	.06	48	.08	1	.00	4	.00	73	.03	143	.04
General	44	.03	40	.03	26	.04	4	.01	24	.02	68	.02	308	.09
Health	54	.03	22	.02	5	.01	32	.07	36	.03	90	.03	NA[d]	NA[d]
I/O	72	.04	68	.06	29	.05	4	.01	68	.06	140	.05	158	.05
Methodology	51	.03	42	.03	12	.02	9	.02	9	.01	60	.02	NA[e]	NA[e]
Neuropsychology	96	.06	31	.03	15	.02	65	.13	56	.05	152	.05	NA[f]	NA[f]
Open	55	.03	40	.03	15	.02	15	.03	19	.02	74	.03	---	---

Table 2 (continued)

	First-time Appearing Announcements in the 1994 APA Monitor													
	Academic[a]								Nonacademic[b]				1993 Doctoral Recipients from U.S. Universities[c]	
	Total Academic		Total Professor		Assistant Professor		Student				Total			
Subdiscipline	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Personality	17	.01	14	.01	10	.02	3	.01	1	.00	18	.01	22	.01
Physiological	23	.01	21	.02	14	.02	2	.00	5	.00	28	.01	85	.02
Quantitative	30	.02	24	.02	11	.02	6	.01	34	.03	64	.02	16	.01
Rehabilitation	23	.01	12	.01	3	.00	11	.02	31	.03	54	.02	NA[g]	NA[g]
School	37	.02	35	.03	16	.03	2	.00	8	.01	45	.02	94	.03
Social	76	.04	65	.05	39	.06	11	.02	11	.01	87	.03	125	.04
Other	132	.08	106	.09	40	.07	26	.05	107	.09	239	.08	211	.06
Totals	1717	.99[h]	1232	1.02[h]	613	1.01[h]	485	.99[h]	1129	1.00	2846	1.00	3419	1.01[h]

[a]This category includes academic training, faculty, and academic administrative positions.

[b]This category includes human services, business, government and other nonacademic settings.

[c]This data comes from the National Research Council (Thurgood, 1995).

[d]NRC data did not have this category. The majority of doctoral recipients in the areas of health

Table 2 (continued)

psychology/behavioral medicine receive their degrees in clinical or social psychology.

[e]NRC data did not have this category.

[f]NRC dat did not have this category. Most candidates with the appropriate training for this area will come from clinical, physiological, or cognitive psychology.

[g]NRC data did not have this category. Most candidates with the appropriate training for this area will come from doctoral programs clinical or rehabilitation psychology.

[h]This percentage exceeds 100% as a function of rounding error.

Table 3

Number of Job Advertisements for Academics and Nonacademics by Month

Month	Academic				Nonacademic		Total	
	1984	1994			1984	1994	1984	1994
		All	Prof.	Train.				
January	133	247	(178)	(69)	94	106	227	353
February	113	136	(87)	(49)	132	97	245	233
March	142	104	(76)	(28)	131	123	273	227
April	93	96	(64)	(32)	141	101	234	197
May	56	69	(54)	(15)	160	91	216	160
June	40	63	(48)	(15)	144	82	184	145
July	45	32	(19)	(13)	160	103	205	135
August	52	80	(68)	(12)	151	61	203	141
September	86	133	(91)	(42)	118	84	204	217
October	124	250	(165)	(85)	117	117	241	367
November	182	270	(209)	(61)	180	89	362	359
December	163	237	(173)	(64)	157	75	320	312
Total	1229	1717	(1232)	(485)	1685	1129	2914	2846
Total %	42	60			58	40		

Table 4

Content Area for Academics and Nonacademics

	Academic				Nonacademic				Total		% of jobs in area	
	1984		1994		1984		1994		1984	1994	1984	1994
Content Area	n	%	n	%	n	%	n	%	n	n	%	%
Clinical/counseling	476	28	624	49	1237	72	636	51	1713	1260	59.0	44.3
Cognitive	65	86	118	92	11	14	10	8	76	128	3.0	4.5
Developmental	178	47	162	72	198	53	63	28	376	225	13.0	7.9
Educational/School	53	82	71	83	12	18	15	17	65	86	2.0	3.0
General Research	78	60	44	67	52	40	24	33	130	66	4.5	2.3
I/O	64	73	72	51	24	27	68	49	88	140	3.0	4.9
Physiological[a]	89	91	96	90	9	9	11	10	98	107	3.0	3.7
Social/Personality	88	88	93	89	12	12	12	11	100	105	3.0	3.7
Other	200	52	437[b]	60	182	48	290	40	382	727	13.0	25.5
Administration	34	25	68	31	100	75	152	69	134	220	4.5	7.7
Black Studies	3	100	3	100	0	0	0	0	3	6	___	___
Generalist	16	100	55[c]	100	0	0	0	0	16	55	.5	1.9
Women's studies	9	60	3	33	6	40	6	67	15	9	.5	___
Nonpsychology	23	74	18	16	8	26	98	84	31	116	1.0	4.0
Not specified	53	77	25	42	16	23	34	58	69	59	2.0	2.0

[a]This category includes jobs in experimental, physiological, and comparative psychology.

[b]The large number of advertisements not accounted for in the subcategories below is due to the exclusion of a number of subdisciplines from this table (e.g., health, methodology, neuropsychology, etc.)

[c]This number refers to those jobs that were coded as "open" in the present data.

Table 5

Academic Positions Advertised

Type of Academic Position	1984		1994	
	n	%	n	%
Training				
Predoctoral	38	19	128	26
Postdoctoral	142	71	329	68
Unspecified	20	10	28	6
Faculty				
Lecturer/instructor	18	2	67	5
Assistant professor	541	53	606	49
Associate professor	55	5	162	13
Full professor	30	3	59	5
Open	5	0.5	51	4
Unspecified	369	36	215	23
Dean/administrator	5	0.5	68	--
Unspecified academic	6	0.5	--	--

Note. Percentages are calculated within training and faculty categories.

Table 6

Duration of Jobs Advertised for Assistant Professors, All Academics, and Nonacademics

	Assistant professor				All Academics				Nonacademics			
	1984		1994		1984		1994		1984		1994	
Duration	n	%	n	%	n	%	n	%	n	%	n	%
Tenure Track	294	54	465	77	463	38	720	59	—	—	—	—
Full-time	211	39	111	18	507	41	404	33	1504	89	1069	95
Part-time[a]	5	1	—	—	13	1	—	—	26	2	—	—
Temporary	27	5	29	5	237	19	97	8	150	9	48	4
Not Specified	4	1	1	0.2	9	1	11	1	5	0.3	12	1

[a]Part-time openings were coded as temporary openings in the 1994 data.